**Literacy and Justice for ALL-McKee Elem. Sanders, Freeney, Jackson, Blackman**

***Reflect & Review***

***What have we done?***

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|  | System of Meaning | System of Language | Formative Assessment | ***What have we learned?*** |
| Collaborative Leadership | Grade level meetings | Incorporate strategic teaching across the curriculum | Goal setting team meetings | As a team/faculty, we have increased a personal understanding of formative assessment as it relates to effective instructional practices. |
| Assessment | Review data during grade level and staff meetings. Item analysis | Small group instruction. | DIBELS & placement tests | How to utilize more effective formative & summative assessments |
| Effective Instruction | Reading Coach has planning sessions and modeled lessons | Use components of active literacy | Pre- and post tests | How to better implement reciprocal teaching. |
| Professional Development | Revisited 6 interferences to reading | Inservice on strategic teaching in the teaching in the core subjects | Inservice on strategic, teaching and NAEP | How to better implement formative and summative assessment |
| Intervention | Reading coach pulls student as needed in small groups based on data reported | Volunteers from partners in education, community stakeholders, and lab students. | Extended day tutorial | The best practices to support students’ reading comprehension |

***One question we have about assessment is …..***

***Would student achievement improve if teachers conduct periodic goal setting conferences for their own students?***